



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING


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GOVERNOR

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SUPERINTENDENT OF
PUBLIC INSTRUCTION

September 13, 2011

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman 

SUBJECT: Presentation on Alternate Routes to Teacher and Administrator Certification and Three-Tiered Teacher Certification

In January 2010, the revised Michigan School Code was amended to add section 1531i (MCL 380.1531i) which authorizes the Superintendent of Public Instruction "to establish a process for a person to earn an interim teaching certificate via an approved alternative teaching program." Section 1536(7) (MCL 380.1536) was also added to the Revised School Code and requires the Michigan Department of Education (MDE) to "recognize alternative pathways to earning the basic school administrator's certificate based on experience or alternative preparation, or both." Attachment A contains the specific requirements of sections 1531i and 1536(7).

MDE staff worked with advisory committees to develop the alternate route application and approval processes for recommendation to the Superintendent of Public Instruction. Attachment B is the application and approval process for the alternate route teacher preparation programs and Attachment C is the application and approval process for the alternate route administrator preparation programs.

The MDE also worked with a stakeholder group co-led by representatives from the Michigan Education Association and the American Federation of Teachers - Michigan to develop recommendations for the three-tiered certification system. The proposed three-tiered teacher certification system maintains the Provisional Certificate as the initial license and the Professional Education Certificate as the standard license and establishes the Advanced Professional Education Certificate as the highest level of certification in Michigan. The three-tiered system also requires teachers to be rated as effective or highly effective to advance to the next level of certification or to renew a certificate to align with the annual evaluation requirements of section 1249 (MCL380.1249) of the Revised School Code. Attachment D describes the three-tiered teacher certification system.

In order to implement alternate routes for teachers and administrators and the three-tiered teacher certification system, the MDE has drafted revised administrative rules for teachers and administrators. The draft rules have been forwarded to the Office of Regulatory Reform and are expected to be ready for public review in fall 2011. Attachment E is the summary of rule changes for teacher certification and Attachment F is the summary of rule changes for administrator certification.

The OPPS staff is pleased to present information on alternate route preparation programs for teachers, alternate route preparation programs for administrators, and the three-tiered teacher certification system to the State Board of Education.

380.1531i Interim teaching certificate.

Sec. 1531i. (1) The superintendent of public instruction shall establish a process for a person to earn an interim teaching certificate under this section that qualifies the person to teach in the public schools and to earn a Michigan teaching certificate using the process under this section. The process shall meet all applicable requirements for an alternative teaching certification process under the no child left behind act of 2001, Public Law 107-110. The process shall not allow for an interim teaching certificate for special education.

(2) The process established under subsection (1) shall provide that the superintendent of public instruction will grant an interim teaching certificate to a person who meets all of the following:

(a) Is a participant in an alternative teaching program that is approved by the superintendent of public instruction. To be approved, a program provider shall demonstrate to the satisfaction of the superintendent of public instruction that it meets all of the following:

(i) Provides for its participants an intensive training program in teaching that is determined by the superintendent of public instruction to constitute the equivalent of at least 12 college credit hours and that includes training in at least all of the following subject areas:

(A) Child development or child psychology.

(B) Family and community relationships.

(C) Diverse learners.

(D) Instructional strategies.

(E) A form of field-based experience in a classroom setting.

380.1536 School administrator's certificate; administration of instructional programs; endorsements; development of standards and procedures by state board; consultation; duration of certificate validity; alternative pathways to earning certificate; "established state professional organization" defined.

Sec. 1536. (7) The department shall recognize alternative pathways to earning the basic school administrator's certificate based on experience or alternative preparation, or both, if the alternative certification program is submitted by an established state professional organization and meets criteria set forth by state board approved school administrator program preparation standards.



Michigan Alternate Route to Teacher Certification (MARTC)

September 2011

MICHIGAN ALTERNATE ROUTES TO TEACHER CERTIFICATION

Overview

Michigan's Alternate Route to Teacher Certification (MARTC) is a process to facilitate the transition of individuals from other careers or degrees into Pk-12 teaching. A complete listing of Michigan's teaching certificate endorsements and codes for the approved alternate route content areas is included in Attachment 1.

In accordance with Section 380.1531i of the Revised School Code (MCL 380.1 to 380.1852), the MARTC will provide eligible individuals an opportunity to complete an expedited alternate route program for transitioning from a previous career and/or undergraduate or graduate program into teaching. The term "alternate route" as used in this document refers to a program that is designed especially for individuals who hold a bachelor's degree or higher and who may be allowed to teach full-time while completing approved alternate route teacher preparation requirements. These requirements may include designated academic coursework, web-based support modules, and practical experience/training under an experienced supervisor/mentor/coach. The intention of the MARTC program is to enable those who commit their knowledge, skills, and preparation to become successful, fully certificated classroom teachers through quality rigorous approved alternate route programs.

Each MARTC program will be reviewed and approved by the Michigan Department of Education (MDE). Participants in the program may be authorized to teach under any of the following:

- Interim teaching certificate issued by the MDE in accordance with Section 380.1531i of the Michigan Revised School Code (MCL 380.1531i)
- Section 380.1233b Full-Year permit
- Limited License to Instruct permit
- Annual authorization

Following the successful completion of the MARTC program, the participant may be recommended by the program provider for the Michigan Provisional Teaching Certificate, Professional Education Certificate or Interim Occupational Certificate with an endorsement in his/her area of content or occupational specialization. The implementation of MARTC is authorized by PA 451 of 1976, Section 380.1531i of the Revised School Code.

Continuation of an approved MARTC program will be determined based on the data within the annual report submitted by the program director to the MDE. Alternate route programs will be held accountable by a system to be developed by the MDE that is comparable to the Teacher Preparation Institution Performance Score. (See http://www.michigan.gov/mde/0,1607,7-140-6530_5683_5703-220352--,00.html).

Program Administration

The Office of Professional Preparation Services (OPPS) of the MDE has oversight responsibility for the administration of MARTC. This includes:

- Recommendation of related policies and procedures
- Review and approval of programs
- Dissemination of information on the MARTC opportunity
- Technical support for program development/improvement
- Issuance of invoices for program approval, process of invoice payments, review of program applications, and program approval recommendations
- Monitoring of program operation
- Receipt and review of annual report(s)
- Implementation of accountability system for providers
- Process of program graduates/completers certification recommendations

Program Delivery

• Providers

In accordance with Section 380.1531i of the Revised School Code, program providers must have a proven record of producing successful teachers in one or more other states or must be modeled after a program that has a proven record of producing successful teachers in one or more other states. Providers can only accept participants who meet the program participant requirements discussed on page 6 of this document.

Providers are encouraged to work collaboratively with local districts, intermediate school districts (ISDs) and/or public school academies (PSAs) to offer MARTC programs. The provider must possess a formal letter of approval from the MDE prior to the distribution of any related informational/promotional materials or registration of participants.

Program Options

Providers can offer MARTC under two options: Option I--collaboration with an employing school district, or Option II--program completion with field experience (summarized in Attachment 2).

Option I (collaborative option) allows the MARTC participant to be employed as a classroom teacher under the Interim teaching certificate, Section 1233b permit, Full-Year permit, Limited License to Instruct permit or annual vocational authorization with a local school district, ISD, or PSA while completing the program requirements. Option I encourages the provider to work collaboratively with a school

district, ISD, or PSA to select participants, provide intensive observation, mentor/coaching, and assessment of teaching skills and performance using the Professional Standards for Michigan Teachers (PMST) and the Profile of Teacher Knowledge and Skills (PTKS).

Option II (program completion with field experience) requires the participant to complete all semester credit hours or **equivalents**, modules or other coursework, related areas of knowledge, field experience, and directed student teaching requirements without classroom employment experience. This option also requires that the participant be assigned a mentor/coach from the provider during field experiences and that his/her teaching performance be assessed using the PSMT and PTKS.

- **Program Application/Approval**

MARTC program provider applications must comply with all program requirements following the template and instructions provided by the MDE. Each component of the application must be completed and the fee payment must be received prior to review and approval of the application (in accordance with Public Act 144 of 2007). Incomplete applications will be returned to the provider without comment. All complete applications with invoices paid will be reviewed within ninety (90) days of payment.

Providers that choose to discontinue an approved MARTC program must submit written notification to the OPPS at least six months before the date of discontinuation. The notification must provide details regarding the reason for discontinuation and protocols for advising candidates of the discontinuation and options for participants to complete their certification requirements. Failure to provide options for candidate completion and notification to the MDE could result in corrective action.

Program Design

- **Content or Coursework (Required)**

Content/Coursework: An alternate route program must be designed to include minimally, the **equivalent** of 12 semester credit hours that includes training and/or experience in all of the following subject areas:

- Child development or child psychology;
- Family and community relationships;
- Diverse learners;
- Instructional strategies;
- A form of field-based experience in a classroom setting.

The following coursework, modules, or student teaching equivalency measures are required for certification:

- ♦ Required reading course(s) (3-6 semester credit hours in accordance with Administrative Rules 390.1126(1)(a) and 390.1127(1)(c)
- ♦ CPR and First Aid in accordance with PA 451 of 1976, Section 380.1531d of the Revised School Code

Participants must demonstrate competency and proficiency in these and other areas of knowledge, including but not limited to:

- ♦ State and federal laws relevant to the rights and responsibilities of educators
- ♦ Human growth and development
- ♦ Behavior and classroom management
- ♦ Cultural competence
- ♦ Assessment and evaluation
- ♦ Universal Education Vision and Principles

These additional areas of knowledge and required components may be provided through the use of web-based modules, mentoring, or seminars. Program providers must develop appropriate assessment of these areas. They must also complete the summary of required components (Attachment 6) as part of the application.

NOTE: Eligible participants who have an undergraduate major in the content or the equivalent cannot be required to complete additional subject area content course work.

- **Supervisor and Mentor/Coaching Support (Required)**

- All program participants must be supported by an assigned mentor/coach with expertise and teaching experience in the participant's proposed content endorsement area or a closely related subject.
- A collaborative effort by both the employing school district or school and the program provider should be used to select the mentor/coach and provide him/her with appropriate training.
- The mentor/coach will support the participant(s) through intensive observation and sustained feedback.
- Program providers will evaluate the mentor training and effectiveness of the participant support plan annually.

- **Field Experience/Student Teaching (Required)**

Participants employed by a local district under the Interim teaching certificate, Section 1233b (MCL 380.1233b) of the Revised School Code permit, Full-Year permit, or annual authorization may use the first four weeks of employment as field experience for additional learning. This phase of participation must be supported by intensive

observation, mentoring/coaching, and feedback provided by an assigned mentor/coach with expertise and experience in the participant's proposed content endorsement area or elementary education. The mentor/coach will be approved by both the employing school district or school and the program provider. Eight additional weeks of teaching will satisfy the state's student teaching requirement, but must include continued oversight through supervision, mentoring/coaching, and evaluation. The mentor/coach is not to be involved in the evaluation of the participant. The student teaching experience will be assessed using the PSMT, which also includes the PTKS as approved by the SBE.

Successful completion of this component, along with the completion of all other requirements, including 3 years of effective teaching for individuals with an Interim teaching certificate, establishes the participant as eligible for recommendation by the program provider for a Michigan Provisional teaching certificate. The individual may be eligible for the Professional Education certificate if he/she meets the requirements (holds a masters or higher degree, has completed 3 semester credit hours of diagnostic reading and 3 years of effective teaching under the Interim teaching certificate).

- **Assessment of Candidate Dispositions (Optional)**

The MDE highly recommends that the provider also conduct an assessment of the participant's dispositions for teaching. Some possible means of assessing these dispositions include:

- ♦ A written reflection statement or personal philosophy of education
- ♦ Face-to-face panel interview
- ♦ Letters of recommendation
- ♦ Evidence provided by the participant (documentation of committee work, projects, etc.)
- ♦ Any other form of assessment of dispositions that the Provider uses

- **Pre-Requisite Field Experience (Optional)**

The MDE highly recommends that program providers offer participants an orientation to teaching seminar or online module of classroom observational experience prior to placement for field experience and/or teaching assignment.

Eligibility Requirements/Responsibilities

- **Program Provider**

A program provider must:

- ♦ Verify/document that it will prepare teachers in elementary education or secondary education in one or more of the content endorsements approved by the MDE.
- ♦ Coordinate and submit a program application for approval to offer a MARTC program. The program application must include candidate application form and, if used, the protocol for assessment of dispositions.
- ♦ Identify and confirm collaborators involved for successful program implementation, showing that the collaborating school district(s) welcomes new teachers and wants to develop a community of learners that will provide a new teacher the tools and contacts needed for success.
- ♦ Recruit and screen program applicants for meeting requirements; assess their dispositions for teaching (optional, but highly recommended); develop and disseminate information; verify required credentials and experience; confirm compliance with required background and identity checks; implement related protocols and record findings; and develop individual program plans for participants.
- ♦ Enroll/register only program participants who meet all requirements for admission as identified below, monitor program participation, assist participants with securing field placement or possible employment, supervise and evaluate participant performance, and recommend participants for certification.
- ♦ Identify, confirm, and train program mentors/coaches to advise and support program participants.
- ♦ Develop and submit required annual reports of program operation to the MDE.

- **Program Participant Requirements**

Applicants to the MARTC program must:

- ♦ Complete the provider's participant application, and if required, participate in the provider's assessment of dispositions for teaching, and other requirements established by the provider.
- ♦ Document possession of a bachelor's or higher degree from a college or university accredited by one of the regional accreditation bodies recognized by the US Department of Education with an accumulated grade point average of at least 3.0 on a 4.0 scale or the equivalent on another scale (only official copies of transcripts are acceptable).
- ♦ Take and pass the Michigan Test for Teacher Certification (MTTC) Basic Skills Tests (reading, writing, and mathematics) and appropriate subject area exam(s) prior to acceptance or admission into the program. Participants seeking certification and endorsement in a world language, ESL or Bilingual must pass both the oral and written proficiency examinations that will assure the candidate meets all descriptors of the Foreign Service Index for the level identified in standard one (1) of the appropriate SBE Standards.
- ♦ Submit to and pass a criminal history check including Federal Bureau of Investigation fingerprinting in accordance with Michigan school safety legislation prior to employment by a local district or school.
- ♦ Meet all required cost obligations.
- ♦ Attend all program activities/experiences and successfully complete all program requirements.
- ♦ Pay the certification fee prior to issuance of the Interim teaching certificate upon recommendation to the MDE for certification.

MICHIGAN ALTERNATE ROUTE TO TEACHING CERTIFICATION

Glossary

ASSIST	Advocating Strong Standards-based Induction for Teachers (ASSIST) website where instructors can electronically access training modules and textual resources for developing quality educational experiences and mentor interactions during the induction period and throughout their educational careers. http://assist.educ.msu.edu/ASSIST/
Mentoring/coaching	Mentoring/coaching is the support for technical, skills-related learning and growth which is provided by another person who uses observation, data collection and descriptive, nonjudgmental reporting on specific requested behaviors and techniques. Mentor/coaches must use open-ended questions to help the other person more objectively see their own patterns of behavior and to prompt reflection, goal-setting, planning and action to increase the desired results. Although not always the case, often the mentor/coaching is focused on learning job-related skills and the mentor/coaching is provided by a professional colleague. (<u>Defining the Distinctions Between Mentoring & Mentor/coaching</u> © 2001, Barry Sweeny)
Collaboration Agreement	Agreement between collaborators that defines roles and responsibilities of various collaborators.
Collaborators	Cooperation with an agency or instrumentality with which one is not immediately connected.
Content Area	Specific subject areas, i.e., mathematics, science, biology.
Dispositions	Identified sets of behaviors and/or qualities linked to effective teaching.
Early Field Experiences	Structured, supervised activity in a school setting in which a teacher certification candidate may gain experience in the practice of teaching.
Eligible Participants	A minimum of a bachelor's degree from an accredited institution with a major in, or closely related to, the intended teaching field. Applicants must also meet any specific course requirements for certification in their subject area as established by the Michigan Department of Education.
K-12	Kindergarten through 12 th grade.

Local Education Agency (LEA)	Any K-12 local school district, public school academy, or intermediate school district.
Mentoring	Mentoring is the all-inclusive description of everything done to support protégé orientation and professional development. Mentor/coaching is one of the sets of strategies which mentors must learn and effectively use to increase their protégés' skills and success. In other words, we need both mentoring and mentor/coaching to maximize learning and development. (<u>Defining the Distinctions Between Mentoring & Mentor/coaching</u> © 2001, Barry Sweeny)
MTTC Basic Skills Tests	Reading, writing, and mathematics.
MTTC Subject Area Test	Specific subject areas, i.e., mathematics, science, biology.
P-12	Pre-kindergarten through 12 th grade.
Performance Score	Compilation of data which is used to assess teacher preparation institutions.
Program Participant	Individual selected to complete an MARTC program.
Program Provider	Entity approved by the State Board of Education to offer MARTC programs.
PSMT	Professional Standards for Michigan Teachers.
PTKS	Profile of Teacher Knowledge and Skills – companion document to PSMT.
Shortage Areas	Specific content areas in which teacher shortages exist.
Universal Education Vision and Principles	A framework and foundation for policy development approved by the State Board of Education in October 2005 and updated in December 2008. http://www.michigan.gov/documents/mde/Item_B_260561_7.pdf
Web-based support modules	Learning activities or experiences offered online.

**Michigan Department of Education
Endorsement Areas and Codes
September 2008**

AX COMMUNICATION ARTS**BX LANGUAGE ARTS**

BA English
BC Journalism
BD Speech
BR Reading Specialist
BT Reading

RX SOCIAL STUDIES

CA Economics
CB Geography
CC History
CD Political Science

SOCIAL SCIENCE*¹

CE Psychology
CF Sociology
CH Anthropology*⁴
CL Cultural Studies*⁴
CM Behavioral Studies*⁴

SCIENCE*¹

DA Biology
DC Chemistry
DE Physics
DH Earth/Space Science
DI Integrated Science
DP Physical Science

EX MATHEMATICS**WORLD LANGUAGE & CULTURE**

FA French
FB German
FC Greek
FD Latin
FE Russian
FF Spanish
FG Other
FH Italian
FI Polish
FJ Hebrew
FK Arabic (Modern Standard)
FL Japanese
FR Chinese (Mandarin)

BILINGUAL EDUCATION

YA Bilingual French
YB Bilingual German
YC Bilingual Greek
YE Bilingual Russian
YF Bilingual Spanish
YH Bilingual Italian
YI Bilingual Polish
YJ Bilingual Hebrew

**BILINGUAL EDUCATION
(Con't.)**

YK Bilingual Arabic
YL Bilingual Other
YM Bilingual Vietnamese
YN Bilingual Korean
YO Bilingual Servo-Croatian/Bosnian
YP Bilingual Chaldean
YR Bilingual Chinese
YS Bilingual Filipino
YT Bilingual Japanese

BUSINESS EDUCATION*¹

GQ Business, Management, Marketing, and Technology
GM Marketing Education

HX AGRISCIENCE AND NATURAL RESOURCES**IX INDUSTRIAL TECHNOLOGY****JX MUSIC EDUCATION*²****JQ MUSIC EDUCATION****KH FAMILY AND CONSUMER SCIENCES****ART EDUCATION*¹****LQ VISUAL ARTS EDUCATION
LZ VISUAL ARTS EDUCATION
SPECIALIST****HEALTH, PHYSICAL
EDUCATION, RECREATION,
AND DANCE*¹**

MA Health
MB Physical Education
MD Recreation
MH Dance

MISCELLANEOUS

NB National Board Certification
ND Library Media
NJ Environmental Studies*⁴
NP Educational Technology
NR Computer Science
NS English as a Second Language
NT Guidance and Counseling

OX FINE ARTS**PX HUMANITIES*⁴**

PR Academic Study of Religions*⁴
PS Philosophy*⁴

TX TECHNOLOGY AND DESIGN**ZA EARLY CHILDHOOD
EDUCATION*³****ZD MIDDLE SCHOOL*³****ZL MIDDLE LEVEL*³****ZG GENERAL EL K-5*³****CAREER AND TECHNICAL
EDUCATION**

VH Vocational Family and Consumer Sciences

**VOCATIONAL NATURAL
RESOURCES AND AGRISCIENCE
PATHWAY**

VA Vocational Agriscience and Natural Resources

**VOCATIONAL BUSINESS,
MANAGEMENT, MARKETING, &
TECHNOLOGY PATHWAY**

VB Vocational Business Services
VM Vocational Marketing Education
VZ Vocational Hospitality

**VOCATIONAL HEALTH SCIENCES
PATHWAY**

VS Vocational Health Sciences

**VOCATIONAL ENGINEERING,
MANUFACTURING, INDUSTRIAL, &
TECHNOLOGY PATHWAY
/VOCATIONAL ARTS AND
COMMUNICATION PATHWAY**

VT Vocational Technical

**VOCATIONAL HUMAN SERVICES
PATHWAY**

VC Vocational Child Care
VE Vocational Cosmetology
VF Vocational Law Enforcement/Fire Science
VG Vocational Teacher Cadet

- *1 Endorsements for the Social Science group (formerly CX), the Science Group (formerly DX), the Business Education group (formerly GX), the Arts Education group (formerly LX), or the Health, Physical Education, Recreation, and Dance group (formerly MX) are no longer program options.**
- *2 The JX endorsement may not be offered to new candidates after the fall semester of the 2006-2007 academic year.**
- *3 The "Z" codes are used only by teacher preparation institutions for recommending these grade levels to the Michigan Department of Education (MDE), and do not appear on a teaching certificate.**
- *4 The MDE will discontinue endorsement effective January 1, 2009.**

MICHIGAN ALTERNATE ROUTE TO TEACHER CERTIFICATION PROGRAM PARTICIPANT REQUIREMENTS

Program Components	Option I Completion of an approved MARTC Program and employment with a Local District, Intermediate School District (ISD) or Public School Academy (PSA)	Option II Completion of an approved MARTC program only
Grade Levels	Elementary (grades K-8)* or Secondary (Grades 6-12)	Elementary (Grades K-8)* or Secondary (Grades 6-12)
Pre-Requisites	<ul style="list-style-type: none"> • Possession of a BA degree or higher • Minimum 3.0 overall GPA • Passage of Michigan Test for Teacher Certification basic skills test and subject area content test and/or foreign language oral and written proficiency examination if applicable, or Michigan Occupational Competency Assessment (MOCAC) • Passage of criminal history check and FBI fingerprinting prior to employment • Successful interview to determine dispositions and commitment to teaching (optional, but highly recommended) • Employment with a local school district, ISD or PSA under an Interim Certificate (requires 3 years of successful teaching to move to the next certificate), full-year or emergency permit, or annual authorization <p>*Elementary alternate route programs must meet the elementary certificate standards</p>	<ul style="list-style-type: none"> • Possession of a BA degree or higher • Minimum 3.0 overall GPA • Passage of Michigan Test for Teacher Certification basic skills test and subject area content test and/or foreign language oral and written proficiency examination if applicable, or Michigan Occupational Competency Assessment (MOCAC) • Passage of criminal history check and FBI fingerprinting (not required, but recommended) • Successful interview to determine dispositions and commitment to teaching (optional, but highly recommended) <p>*Elementary alternate route programs must meet the elementary certificate standards</p>
Required Content/Coursework	<p>A minimum of content/coursework equivalent to 12 semester credit hours that includes:</p> <ul style="list-style-type: none"> • Child development or child psychology • Family and community relationships • Diverse learners • Instructional strategies 	<p>A minimum of content/coursework equivalent to 12 semester credit hours that includes:</p> <ul style="list-style-type: none"> • Child development or child psychology • Family and community relationships • Diverse learners • Instructional strategies

	<ul style="list-style-type: none"> • A form of field-based experience in a classroom setting (supervised directed student teaching) <p>Additional Required Content:</p> <ul style="list-style-type: none"> • 3-6 semester credit hours or equivalent of reading in accordance with Administrative Rules 390.1126(1)(a) or 390.1127(1)(c) • CPR and First Aid 	<ul style="list-style-type: none"> • A form of field-based experience in a classroom setting (supervised directed student teaching) <p>Additional Required Content:</p> <ul style="list-style-type: none"> • 3-6 semester credit hours or equivalent of reading in accordance with Administrative Rules 390.1126(1)(a) or 390.1127(1)(c) • CPR and First Aid
Other Areas of Knowledge	<p>May be provided through the use of web-based modules, mentoring or seminars:</p> <ul style="list-style-type: none"> • State and federal laws relevant to the rights and responsibilities of educators • Human growth and development • Behavior and classroom management • Cultural competence • Assessment and evaluation • Universal Education Vision and Principles 	<p>May be provided through the use of web-based modules, mentoring or seminars:</p> <ul style="list-style-type: none"> • State and federal laws relevant to the rights and responsibilities of educators • Human growth and development • Behavior and classroom management • Cultural competence • Assessment and evaluation • Universal Education Vision and Principles
Mentoring, Coaching and Support	Must be provided with a mentor/coach and supervisor while teaching	Must be provided with a mentor/coach and supervisor while assigned to directed student teaching
Assessment	Teaching skills will be assessed by the supervisor using the Professional Standards for Michigan Teachers and the Profile of Knowledge and Skills	Teaching skills will be assessed by the supervisor using the Professional Standards for Michigan Teachers and the Profile of Knowledge and Skills
Program Length	It is highly recommended that the program not exceed 15 months	It is highly recommended that the program not exceed 15 months
Authorization Needed to Teach	Interim Teaching Certificate, or Section 1233b Permit, Full-Year Permit, Emergency Permit or Limited License to Instruct Permit	Not Applicable
License Issued after Program Completion	Michigan elementary or secondary Provisional or Professional Education Certificate (requires 3 years of successful teaching under the Interim Teaching Certificate, MA degree, and 3 semester credit hours of diagnostic reading)	Michigan Secondary Provisional Certificate



Michigan's Alternate Route

**To School Administrator
Certification**

September 2011

ALTERNATE ROUTES TO SCHOOL ADMINISTRATOR CERTIFICATION IN MICHIGAN

Overview

Section 1536(7) of the Revised School Code requires the Michigan Department of Education (MDE) to “recognize alternative pathways to earning the basic school administrator’s certificate based on experience or alternative preparation, or both, if the alternative certification program is submitted by an established state professional organization and meets criteria set forth by state board approved school administrator program preparation standards.” The application process provides eligible individuals an opportunity to complete an expedited alternate route program to transition from a previous career and/or undergraduate or graduate program into school administration.

The term “alternate route” as used in this document refers to a program that is designed for individuals who are interested in school administrator leadership. Program requirements may include designated academic coursework, workshops, academies, web-based support modules, and practical experience/training under an experienced supervisor/mentor/coach. The intention of the program is to enable those who commit their knowledge, skills, and preparation to become successful, fully certificated school leaders through approved quality alternate route programs.

Each state professional association program will be reviewed against State Board of Education (SBE) approved preparation standards for either school principal or central office administration, and be approved by the Michigan Department of Education (MDE). Continuation of an approved program will be determined based on the outcome data within the annual report submitted by the program director to the MDE.

Program Administration

The Office of Professional Preparation Services (OPPS) of the MDE has oversight responsibility for the administration of the program, including:

- Recommending related policies and procedures
- Reviewing and approving programs
- Disseminating information on the program opportunity
- Providing technical support for program development/improvement
- Issuing invoices for program approval, processing invoice payments, reviewing program applications, and making program approval recommendations
- Monitoring program operation
- Receiving and reviewing annual report(s)
- Implementing an accountability system for providers
- Processing program graduates/completers certification recommendations

Program Delivery

• Providers

In accordance with PA 205 Section 1536(8) of the Revised School Code, the program is to be provided by established state professional associations that have served members on a statewide basis for at least 10 years. Providers can only accept participants who meet the program participant requirements discussed on page 6 of this document.

Providers are encouraged to work collaboratively with local districts, intermediate school districts (ISDs), Institutions of Higher Education (IHEs) and/or public school academies (PSAs) to offer the program.

Eligibility/Responsibilities

• Program Provider

- ♦ Through the application process, verify/document that it will prepare potential school administrators in school principalship or central office as approved by the MDE.
- ♦ Coordinate and submit a program application for approval to offer an alternate route administrator preparation program. The program application must include candidate application form.
- ♦ Identify and confirm collaborators, if applicable, involved for successful program implementation, showing that the collaborating school district(s) welcomes new school administrator candidates and wants to develop a community of learners that will provide a new administrator the tools and contacts needed for success.

- ♦ Recruit, screen program applicants for meeting requirements, develop and disseminate information, verify required credentials and experience, confirm compliance with required background and identity checks, implement related protocols and record findings, and develop individual program plans for participants. School administrator alternate route options, after determining candidate's knowledge, disposition, and performance, are available on table 3.
- ♦ Enroll/register program participants who meet all requirements for admission as identified below, monitor program participation, assist participants with securing field placement or possible employment, supervise and evaluate participant performance, and recommend participants for certification.
- ♦ Identify, confirm, and train program mentors/coaches to advise and support program participants.
- ♦ Develop and submit required annual reports of program operation to the MDE

• **Program Admissions Categories**

Providers may admit participants to the alternate route to administrator preparation program under two categories (Table 1 includes categories and examples):

- ♦ Category I-- Persons with an MA or higher degree, or
- ♦ Category II--Persons with a baccalaureate degree plus a minimum of 3 years of experience in management or leadership

Recommended Participants Responsibilities:

It is recommended that providers assure that participants submit the following:

- The provider's participant application, and other requirements established by the provider on Table 2 (page 8).
- Documentation of possession of the appropriate degree from a college or university accredited by one of the regional accreditation bodies recognized by the US Department of Education (only official copies of transcripts are acceptable).
- A portfolio or other documentation (resume, vitae, etc.) which demonstrates leadership in past work experience (required for only those with PK-12 school or district administration or management/leadership experience).

- **School Administrator Alternate Route Options and Requirements**

Experience Based Preparation

Candidates who possess successful and valid experience can be recommended for the administrator certification if the alternate route provider determines that all SBE approved administrator standards (principal preparation or central office preparation) are met under the following conditions:

- ◆ 3 years of successful experience as a PK-12 school administrator with the submission of a standards-based portfolio (no internship required); or
- ◆ 3 years of successful central office experience with the submission of a standards-based portfolio (no internship required); or
- ◆ 3 years of management or leadership experience in fields other than PK-12 school or district administration (must complete an internship as determined by the alternate route provider's approved program); or
- ◆ 3 years of management or leadership experience in fields other than PK-12 school or district administration, passage of an administrator assessment (e.g., Praxis II or School Leadership Series) and completion of an internship as determined by the alternate route provider's approved program.

Alternate Preparation

Candidates with no experience in PK-12 school or district administration, management or other leadership experience can be recommended for administrator certificate (principal or central office) under the following conditions:

- ◆ Candidates meet minimum degree requirements
- ◆ Candidates complete the alternate route provider's approved standards based program that may include modules/coursework/professional learning activities; and
- ◆ Candidates complete internship (as determined by alternate route provider's approved program).

Combination of Experience and Alternate Preparation

Candidates who possess less than 3 years of successful and valid experience can be recommended for the administrator certification if the alternate route provider determines that all SBE approved administrator standards (principal preparation or central office preparation) can be met under the following conditions:

- ◆ Alternate route provider determines additional preparation needed based on assessment of the standards-based portfolio and individualized professional development plan.

- ◆ Candidates will be required to complete the provider's approved standards-based program modules/coursework/professional learning activities as needed to fulfill areas of the standards that are not met.

- **Program Provider Application/Approval**

The program provider application must comply with all program requirements following the template and instructions provided by the MDE. Providers must also complete the Summary of Standards Matrix. Each component of the application must be completed and the fee payment must be received prior to review and approval of the application (in accordance with Public Act 144 of 2007). Incomplete applications will be returned to the provider without comment. All complete applications with invoices paid will be reviewed within ninety (90) days of payment.

Providers that choose to discontinue an approved program must submit written notification to the OPPS at least six months before the date of discontinuation. The notification must provide details regarding the reason for discontinuation and protocols for advising candidates of the discontinuation and options for participants to complete their certification requirements. Failure to provide options for candidate completion and notification to the MDE may render the provider ineligible to offer future programs.

Table 1

**Admission Categories for School Administrators
Alternative Certification Programs**

Category I	Category II
Persons with an MA or higher degree	Persons with a baccalaureate degree <u>plus</u>, a minimum of 3-years experience in either management or leadership:
Examples	Examples
Curriculum and Instruction School Psychology Special Education Career/Technical Education Counseling Teaching and Learning K-12 Teaching Content Areas Reading Specialist MBA Juris Doctorate Public Administration Human Resources Accounting Labor and Industrial Relations	Military Officer Non-Profit Administrator Teacher Leader Business or Industry Executive Medical Professional Employed as a school administrator without certification

Table 2

Alternate Route to School Administrator Program Preparation Standards

A candidate must complete all listed elements for each of the three areas in this table:

Program	Knowledge and Skills	Dispositions	Performances or Practices
	⇒	⇒	⇒
Principal Preparation	State of Michigan recognized Standards Based Assessment in K-12 School Administration	State of Michigan recognized Standards Based Assessment in K-12 School Administration	Completion of on-the-job mentoring/coaching or supervised internship
Central Office	Standards Based Portfolio of relevant administrator work as a K-12 School Administrator at the Central Office Level	Standards Based Portfolio of work as a K-12 School Administrator at the Central Office Level	Completion of on-the-job six month mentoring/coaching or supervised internship

A candidate must complete one or more of the listed elements in each of the three areas below per the candidate's evaluation as completed by the alternate route program provider:

Knowledge and Skills	Dispositions	Performances or Practices
Successful completion of Principal Preparation or Central Office Standards Based graduate coursework; and/or	Successful completion of Principal Preparation or Central Office Standards Based graduate coursework; and/or	To be determined by the program provider.
Successful completion of a Principal Preparation or Central Office Standards Based Academy; and/or	Successful completion of a Principal Preparation or Central Office Standards Based Academy; and/or	To be determined by the program provider.
Successful completion of Principal Preparation or Central Office Standards Based professional learning programs, seminars, workshops, etc.	Successful completion of Principal Preparation or Central Office Standards Based professional learning programs, seminars, workshops, etc.	To be determined by the program provider.

Table 3**School Administrator Alternate Route Options and Requirements**

Experience Based Preparation	Alternate Preparation	Combination
<ul style="list-style-type: none"> ◆ 3 years of successful experience as a PK-12 school or district administrator with the submission of a standards-based portfolio (no internship required); or ◆ 3 years of successful central office experience with the submission of a standards-based portfolio (no internship required); or ◆ 3 years of management or leadership experience in areas other than education and must complete an internship as determined by the alternate route provider's approved program ◆ 3 years of management or leadership experience in areas other than education, passage of an administrator assessment (e.g., Praxis II or School Leadership Series) and completion of an internship as determined by the alternate route provider's approved program 	<ul style="list-style-type: none"> ◆ Designed for candidates with no experience in PK-12 school or district administration, management or other leadership experience. ◆ Candidates must meet minimum degree requirements ◆ Must complete the alternate route provider's approved standards based program modules/coursework/ professional learning activities; and ◆ Internship (as determined by alternate route provider) 	<ul style="list-style-type: none"> ◆ Alternate route provider determines additional preparation needed based on assessment of the standards-based portfolio and individualized professional development plan. ◆ Candidates will be required to complete the provider's approved standards based program modules/coursework/professional learning activities as needed to fulfill areas of the standards that are not met.

Program Design

- **Required Components**

An alternate route program must be designed to meet all SBE approved school administrator preparation standards (school principal or central office administration).

Principal

Upon completion of the alternate route program, successful candidates must demonstrate competency and proficiency in these and other areas of *knowledge, dispositions, and performance, including but not limited to:*

- ♦ State and federal laws relevant to the rights and responsibilities of educators
- ♦ Educational leadership
- ♦ Student growth and development
- ♦ Curriculum, instruction, and assessment
- ♦ Cultural competence
- ♦ Educator evaluation
- ♦ Ability to use knowledge about teaching, learning, and student development to inform management decisions
- ♦ Integration of technology to improve educational systems such as scheduling, grading, educator performance and evaluation, etc.

Central Office

Upon completion of the alternate route program, successful candidates must demonstrate competency and proficiency in these and other areas of *knowledge, dispositions, and performance, including but not limited to:*

- ♦ Facilitating, the development, articulation, implementation of a district vision and school improvement plan
- ♦ Promoting an effective instructional program, applying best practices for development of students and teachers
- ♦ Managing organization, operations, and resources
- ♦ Collaborating with families and community members
- ♦ Acting with integrity and fairness
- ♦ Influencing the larger political, social, economic, legal, and cultural context
- ♦ Integrating technology to improve educational systems such as scheduling, grading, educator performance and evaluation, etc.

The required Principal and Central Office Preparation Standards components may be provided through the use of web-based modules, mentoring, seminars or academies or other activities identified by the program provider. Program providers must utilize proven performance assessments of these areas to assure candidates can demonstrate implementation of these standards.

- **Internship**

Alternate route programs must provide candidates an internship, if applicable, with opportunities to develop and demonstrate skills and knowledge of Standards 1 – 7. Program participants must demonstrate being a school administrator is an educational leader who synthesizes and applies knowledge and best practices and develops skills through substantial, sustained, standards-based work in real settings to advance student achievement.

Those who have been employed as a school administrator for a minimum of 3-years are not required to complete an internship. Candidates who are not currently employed as a school administrator are required to complete the supervised internship.

Successful completion of this component, along with the completion of all other requirements, establishes the participant as eligible for recommendation by the program provider for a Michigan Administrator Certificate.

- **Supervisor and Mentor/Coaching Support**

- All program participants in an internship must be supported by an assigned mentor/coach who has expertise and school administrator experience.
- A collaborative effort by both the school district or school and the program provider should be used to select the mentor/coach and provide him/her with appropriate training.
- The mentor/coach must support the participant(s) through intensive observation and sustained feedback.
- Program providers must evaluate the mentor training and effectiveness of the participant support plan annually.

MICHIGANS ALTERNATE ROUTE TO SCHOOL ADMINISTRATION Glossary

Mentoring/coaching	Mentoring/coaching is the support for technical, skills-related learning and growth which is provided by another person who uses observation, data collection and descriptive, nonjudgmental reporting on specific requested behaviors and techniques. Mentor/coaches must use open-ended questions to help the other person more objectively see their own patterns of behavior and to prompt reflection, goal-setting, planning and action to increase the desired results. Although not always the case, often the mentor/coaching is focused on learning job-related skills and the mentor/coaching is provided by a professional colleague. (<u>Defining the Distinctions Between Mentoring & Mentor/coaching</u> © 2001, Barry Sweeny)
Collaboration Agreement	Agreement between collaborators that defines roles and responsibilities of various collaborators.
Collaborators	Cooperation with an agency or instrumentality with which one is not immediately connected.
Dispositions	Effective school administrator candidates manifest several identified sets of behaviors and/or qualities as reflected in the principal and central office preparation standards.
Eligible Participants	A minimum of a bachelor's degree from an accredited institution.
K-12	Kindergarten through 12 th grade.
Local Education Agency (LEA)	Any K-12 local school district, public school academy, or intermediate school district.
Mentoring	Mentoring is the all-inclusive description of everything done to support protégé orientation and professional development. Mentor/coaching is one of the sets of strategies which mentors must learn and effectively use to increase their protégés' skills and success. In other words, we need both mentoring and mentor/coaching to maximize learning and development. (<u>Defining the Distinctions Between Mentoring & Mentor/coaching</u> © 2001, Barry Sweeny)
PK-12	Pre-kindergarten through 12 th grade.
Program Participant	Individual selected to complete an administrator program.

Program Provider	Entity approved by the State Board of Education to offer alternate route to administrator certification programs.
Web-based support modules	Learning activities or experiences offered online.

MICHIGAN'S THREE-TIERED TEACHER CERTIFICATION SYSTEM



SEPTEMBER 2011

MICHIGAN'S THREE-TIERED TEACHER CERTIFICATION SYSTEM

Introduction and Background

The purpose of Michigan's three-tiered certification is to provide a continuum of teacher development beginning with the formal professional preparation program and continuing throughout the entire career of a teacher. The three-tiered certification system establishes a career ladder for teachers so they can advance within the teaching profession. The new system moves away from basing certification solely on inputs such as degrees, college credits completed, and years of service to basing it on outcomes such as effective teaching performance and leadership.

Currently, Michigan issues two levels of certificates: Provisional (the initial teaching certification based on completion of an approved preparation program) and Professional (the continuing teaching certification based on completion of 18 semester hour credits since the issuance of the Provisional certificate). The three-tiered certification system will add a voluntary third level of certification, the Advanced Professional license, which requires the teacher to demonstrate proven performance as an effective teacher and the impact of that performance on student learning.

To develop the three-tiered certification system, the Superintendent of Public Instruction convened a committee of stakeholders led by representatives from the Michigan Education Association (MEA) and the American Federation of Teachers of Michigan (AFT-Michigan). A list of the members is included in Attachment 1. The committee was charged with developing recommendations for a three-tiered teacher certification system that met the purposes described above and that was aligned with the "Professional Standards for Michigan Teachers" (PSMT) and National Council for the Accreditation of Teacher Education's (NCATE) "Continuum of Teacher Preparation and Development" (Attachment 2).

The Committee submitted its recommendations to the State Superintendent. Building on the Committee's recommendations, new legislation related to teacher evaluations and tenure, and suggestions from educators, the State Superintendent approved the new Michigan Three-Tiered Teacher Certification System.

The three-tiered certification system will apply to all teachers who obtain an initial certificate following the implementation of the new system in 2012. Teachers who currently hold certification status (e.g., Permanent, Life, Continuing Professional Education certificate or Provisional) will not be required to be re-licensed under the new system, but may voluntarily participate by pursuing the third tier license.

Tier 1: Provisional Certificate Requirements

The Provisional Certificate is the initial license issued after completion of an approved teacher preparation program and passage of the required Michigan Test for Teacher Certification examinations. Teachers holding a Provisional certificate

must develop an individual development plan (IDP) for their first year of teaching, or if they receive an annual evaluation rating of “ineffective” or “minimally effective.” Teachers in their first three years of teaching are to be assigned to a trained mentor and participate in induction as prescribed by section 1526 of the revised Michigan School code. The initial Provisional certificate is valid for five years.

Teachers who hold the Provisional certificate must have annual evaluations, in which student growth is a significant factor, conducted by the supervisor in accordance with the Teachers’ Tenure Act and Section 1249 of the School Code. These novice teachers must receive an annual evaluation rating of at least “effective” for the most recent three years and must complete at least five full schools years of employment to apply for the Professional Education Certificate. If a teacher is rated as “highly effective” for three consecutive years and has completed at least four full school years of employment, he/she may apply for the Professional Education Certificate.

If the teacher has not been employed during the validity span of the Provisional Certificate or was not employed for more than three years during the validity of the certificate for reasons other than dismissal due to receiving three consecutive annual evaluation ratings as “ineffective,” then he/she must meet the renewal credit hour requirement and submit application to the MDE for a three-year renewal of the Provisional Certificate along with verification that he/she was not employed as a teacher.

Tier 2: Professional Education Certificate Requirements

The Professional Education Certificate is the second tier of licensing for teachers who successfully completed the requirements for their Provisional license. The Professional Education Certificate expires and must be renewed on a regular five-year cycle. To renew the Professional Certificate, the teacher must provide evidence of having received at least two consecutive annual evaluation ratings as “effective.” In addition, the teacher must either:

- earn 6 semester credits or 18 State Board Continuing Education Units (SB-CEUs), or a combination of the two (3 SB-CEUs equate to 1 semester hour credit) The credits or SB-CEUs earned to meet the continuing education requirement must be relevant to the teacher’s work as a teacher, but the individual teacher chooses which professional development activities or courses to complete, or
- participate in 25 days of district-provided professional learning over the five years.

If the teacher receives an annual evaluation rating of “ineffective” or “minimally effective,” he/she must develop and follow an IDP and demonstrate improvement within 180 days.

Out-of-state teachers requesting a Michigan teaching certificate for the first time and who can present evidence of holding certification from another state that is

equivalent to the Professional Certificate may be eligible for a Michigan certificate. The teacher must provide evidence that he/she meets the following requirements:

- taught successfully for at least three years in a position for which he/she is certified.
- earned, after initial certification in another state, at least 18 credit hours.
- met Michigan's elementary or secondary reading requirement.

If the teacher has not completed courses equivalent to the Michigan reading requirements, he/she may be issued a Temporary Teacher Employment Authorization, valid for one year, while he/she completes the required courses. A teacher not satisfying the reading requirement within the one year may be issued a Provisional certificate after having successfully taken and passed all required Michigan Tests for Teacher Certification examinations.

A teacher may elect to remain at the Professional Education Certificate level throughout his/her career, but must complete the continuing education requirement and achieve two consecutive years of effective annual evaluations to renew the certificate every five years.

Tier 3: Advanced Professional Education Certificate Requirements

The Advanced Professional Education certificate is an optional level of certification pursued voluntarily by a teacher. A third tier certificate may be pursued only after a teacher has successfully moved to the second tier, and not before preparing for the renewal of the Professional Education Certificate. The Advanced Professional Certificate is the recognition of advanced expertise in professional practice and indicates a level of mastery which allows a teacher to assume a teacher leader role in the school district, region, and/or state.

To obtain the Advanced Professional Certificate, the teacher must either apply for National Board for Professional Teaching Standards Certification or propose a teacher leader preparation and/or training program for approval by the Superintendent of Public Instruction. Finally, the teacher must have received three consecutive annual evaluations with a rating as "effective" for the most recent three-year period.

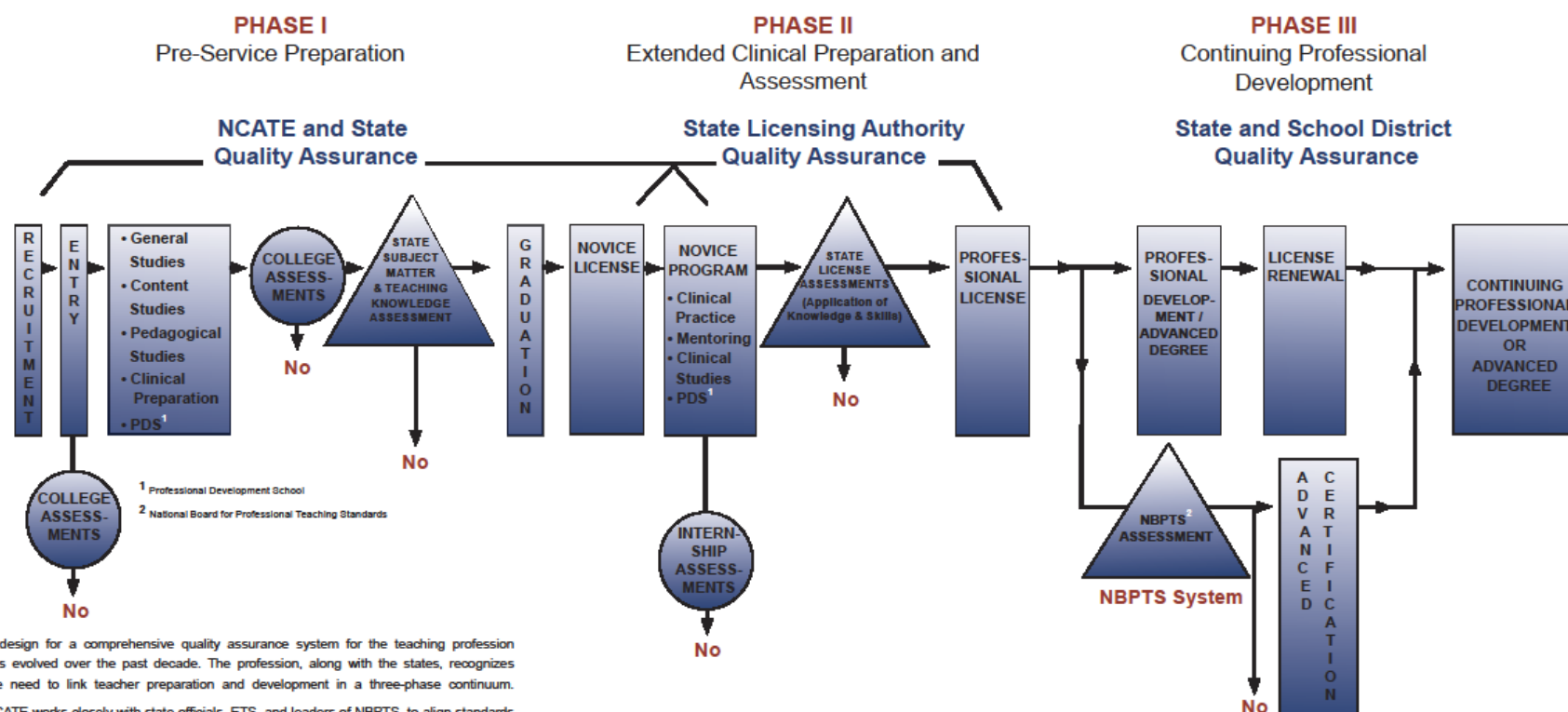
The Advanced Professional Education Certificate can only be renewed upon verification of at least two consecutive annual evaluation ratings as "effective" or "highly effective."

A teacher who chooses not to renew the Advanced Professional certificate or who does not meet all requirements to renew it must present evidence/documentation that he/she is eligible for renewal of the Professional Certificate. A teacher, upon the expiration of the Professional Certificate, may again submit evidence in pursuit of the Advanced Professional Certificate.

THREE TIERED TEACHER CERTIFICATION ADVISORY COMMITTEE MEMBERS

Name	Association
Lois Lofton-Doniver (Co-Chair)	American Federation of Teachers Michigan
Cheryl Lake (Co-Chair)	Michigan Education Association
Frank Ciloski, Ph.D.	Michigan Education Association
Elizabeth Davis, Ph.D.	University of Michigan – Ann Arbor
Sharon Elliott, Ph.D.	Wayne State University
Latika Fenderson	American Federation of Teachers Michigan
Nancy Flanagan	Network of Michigan Educators
Rod Green	Michigan Association of School Administrators
Nina Hawkins	Network of Michigan Educators
Rick Joseph	Network of Michigan Teachers
Susan Melnick	Michigan State University
David Michelson	Michigan Education Association
Terry Serbin	Michigan Association of School Personnel Administrators
Patrick Tobin	Michigan Association of School Administrators
Michael Wegher	American Federation of Teachers Michigan
Sally Vaughn, Ph.D.	Michigan Department of Education
Flora L. Jenkins, Ph.D.	Michigan Department of Education
Deborah Clemmons	Michigan Department of Education
Donna Hamilton	Michigan Department of Education
Krista Ried	Michigan Department of Education
Rajah Smart	Michigan Department of Education

The Continuum of Teacher Preparation and Development



A design for a comprehensive quality assurance system for the teaching profession has evolved over the past decade. The profession, along with the states, recognizes the need to link teacher preparation and development in a three-phase continuum.

NCATE works closely with state officials, ETS, and leaders of NBPTS, to align standards and assessments throughout each phase of the continuum. NCATE, with over 30 member professional associations and 48 state partners, is working to ensure that teacher preparation standards, teacher licensing standards and P-12 student standards are aligned. This effort will assure the public that teachers who graduate from NCATE accredited institutions are well-prepared to help their students learn. For a list of nationally-accredited institutions, member professional associations and state partners, go to www.ncate.org.

NCATE and the States

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

~The Standard of Excellence in Teacher Preparation

www.ncate.org

NCATE Member Organizations

Polymakers: CCSSO; NASBE; NSBA • Teachers: AFT, NEA • Teacher Educators: AACTE; ATE • Education Leadership/Administrators: AASA; ASCD; NABSE; NAESP; NASSP • Child-Centered: ACEI; CEC; NAEYC; NAGC; NMSA • Subject-Specific: Foreign Language: ACTFL; Physical Education/Health/Recreation: AAHPERD; Reading: IRA; Technology: ITEA; History/Social Studies: NCSS; English/Language Arts: NCTE; Mathematics: NCTM; Science: NSTA; Environment: NAAEE; Second Language Learners: TESOL • Specialist: ALA; NASP • Technology: AECT; ISTE • Other: NBPTS; student and public representatives

ATTACHMENT E

Administrative Rules Governing the Certification of Michigan Teachers Summary of Proposed Changes

The teacher certification rules have not been updated since 2006. They are now being revised to reflect current laws, policies and procedures. The proposed rules address the implementation of requirements for alternative route preparation and certification programs.

Rule #	Summary
PART 1. GENERAL PROVISIONS	
390.1101	Definitions <ul style="list-style-type: none">Updates definitions used within the rule set by including new terms and eliminating outdated terms.
390.1103	Successful Teaching <ul style="list-style-type: none">Changes "successful" or "unsuccessful" teaching to effective, highly effective, minimally effective, or ineffective established annual evaluation system pursuant to MCL 380.1249(e).
390.1105	Persons Required to Hold Certificates or Permits <ul style="list-style-type: none">Clarifies that a legal guardian who home schools his or her own children is not required to hold certification.Allows a school district to employ a non-certificated teacher to teach a Native American tribal language and culture class pursuant to section 1531f of 1976 PA 451 of 1976, MCL 380.1531f.
391.1111	Equality of Opportunity <ul style="list-style-type: none">Adds reference to preparing teachers with knowledge and experiences that support the vision and principles for universal education.Adds crimes described in MCL 380.1535a(2) as sufficient grounds for denial of a teaching certificate or state board approval.
390.1115	Applications; Semester Credit Hours <ul style="list-style-type: none">Adds alternate route providers.
390.1117	Certificate Restrictions and Expiration <ul style="list-style-type: none">Adds professional temporary teacher employment authorization.Changes the expiration date of permits and authorizations to August 31 of the school year.Clarifies that permanent, life, continuing and full vocational authorizations do not expire.
390.1118	Nullification of Teaching Certificate <ul style="list-style-type: none">Removes redundant language and references section 1532 of 1976 PA 451, MCL 380.1532.
PART 2. STATE PROVISIONAL AND INTERIM CERTIFICATES	
390.1121	General Provisions (State Special Permits) <ul style="list-style-type: none">Adds alternate route providers.
390.1122	General Education; Approved Planned Program or Equivalent <ul style="list-style-type: none">Adds structured field experience before student teaching with diverse student populations and in diverse instructional settings.Adds applicants who complete an approved alternative program meet the requirements under this rule.
380.1122a (New Rule)	State Interim Teaching Certificates <ul style="list-style-type: none">Adds requirements for the interim teaching certificate pursuant to section 1531i of 1976 PA 451, MCL 380.1531i.

Rule #	Summary
390.1123	Professional Education <ul style="list-style-type: none"> Adds requirements for alternate route programs. Adds reading instruction requirements. Clarifies alternative route applicants meet field experience or student teaching requirement as described in R 390.1124.
390.1124	Scholastic Averages; Directed Teaching <ul style="list-style-type: none"> Defines the requirements for directed teaching for alternate route program candidates.
390.1125	Degree and Recommendations <ul style="list-style-type: none"> Adds requirements for alternate route program providers.
390.1126	State Elementary Provisional Certificates <ul style="list-style-type: none"> Clarifies the validity of elementary teaching certificates and certificate endorsements and the grades in which they can be taught.
390.1127	State Secondary Provisional Certificates <ul style="list-style-type: none"> Clarifies the validity of secondary teaching certificates and certificate endorsements and the grades in which they can be taught.
390.1128	Additional Subject Area Endorsements <ul style="list-style-type: none"> Rescinds rule as it is redundant to R 390.1129
390.1129	Additional Certificate Endorsements <ul style="list-style-type: none"> Explains the process for adding subject area endorsements to a currently valid teaching certificate.
390.1129a	Procedures at Expiration of Provisional Certificates <ul style="list-style-type: none"> Replaces "temporary vocational authorization" to "interim occupational" certificate and clarifies renewal requirements based on teacher effectiveness pursuant to MCL 380.1249(2)(h). Adds requirements for the two-year extended provisional and interim occupational certificate.
380.1130	Reciprocity <ul style="list-style-type: none"> Adds requirements for alternate route programs.
PART 3. STATE PROFESSIONAL EDUCATION, PERMANENT, AND CONTINUING CERTIFICATES	
390.1132	State Elementary or Secondary Professional Education Certificates <ul style="list-style-type: none"> Adds the diagnostic reading requirement for the professional education certificate. Authorizes the issuance of the Professional Education certificate based on 3 consecutive effective or highly effective annual evaluation ratings. Adds 5 year expiration for an initial professional education certificate.
390.1134	Validity of Permanent and Continuing Certificates and Full Vocational Authorizations <ul style="list-style-type: none"> Eliminates the reinstatement of these certificates and clarifies that they do not expire.
390.1135	Professional Education Certificate or Occupational Education Certificate; renewal <ul style="list-style-type: none"> Explains the process for renewing a professional or occupational education certificate. Adds 5 year expiration on these certificates.
390.1137 (New Rule)	Advanced Professional Education Certificate <ul style="list-style-type: none"> Establishes the requirements for the third-tier Advanced Professional Education certificate.

Rule #	Summary
390.1138 (New Rule)	<i>Advanced Professional Education Certificate; renewal</i> <ul style="list-style-type: none"> Establishes the requirements for the renewal of the advanced Professional Education certificate.
PART 4. STATE SPECIAL PERMITS	
390.1141	<i>General Provisions</i> <ul style="list-style-type: none"> Adds when an application for a permit is submitted and dates permit is valid.
390.1142	<i>Full-Year Permits</i> <ul style="list-style-type: none"> Adds mentor teacher requirements.
390.1143	<i>Substitute Permits</i> <ul style="list-style-type: none"> Minor word change.
390.1145	<i>Permits in Emergency Situations</i> <ul style="list-style-type: none"> Provides that emergency permits would only be issued if the position has been posted and advertised extensively.
390.1146	<i>Permits; Noncertificated; Nonendorsed</i> <ul style="list-style-type: none"> Eliminates redundant language already provided pursuant to section 1233b of 1976 PA 451, MCL 380.1233b.
390.1147 (New Rule)	<i>Expert in Residence Permits</i> <ul style="list-style-type: none"> Creates a new permit for individuals to teach specific subjects for two or less hours a day in grades 9-12 if they hold a BA or higher degree and have demonstrated unusual distinction or exceptional talent in the field of specialization that will be taught.
PART 5. TEACHER PREPARATION INSTITUTIONS	
390.1151	<i>Approved Teacher Preparation Institutions and Programs</i> <ul style="list-style-type: none"> Requires approved teacher preparation institutions to hold national accreditation by December 31, 2013.
390.1152	<i>Approved Teacher Preparation Institutions; Equivalence Option</i> <ul style="list-style-type: none"> Replaces "specialty" with "certificate."
390.1154	<i>Out-of-State Institutions and Teacher Candidates</i> <ul style="list-style-type: none"> Eliminates redundant language already provided pursuant to section 1531 of 1976 PA 451, MCL 380.1531. Adds temporary teacher employment authorization pursuant to section 1531 of 1976 PA 451, MCL 380.1531. Clarifies requirements of an out-of-state applicant.
380.1155	<i>Non-Teacher Preparation Institutions</i> <ul style="list-style-type: none"> Rescinds rule as it is unnecessary.
390.1156	<i>Distance Learning and Online Learning</i> <ul style="list-style-type: none"> Adds online learning.
PART 6. OCCUPATIONAL ENDORSEMENT AND AUTHORIZATION	
390.1161	<i>State Secondary Provisional Certification with Occupational Endorsement</i> <ul style="list-style-type: none"> Replaces "vocational" with "occupational."
390.1162	<i>State Secondary Professional Education Certification with Vocational Endorsement</i> <ul style="list-style-type: none"> Replaces "vocational" with "occupational."
390.1163	<i>Interim Occupational Certificate</i> <ul style="list-style-type: none"> Replaces "vocational" with "occupational." Clarifies expiration of certificate.
390.1164a	<i>Occupational Education Certificates</i> <ul style="list-style-type: none"> Clarifies requirements for an interim occupational certificate or temporary vocational authorization.

Rule #	Summary
390.1165	<i>Annual Occupational Authorizations</i> <ul style="list-style-type: none"> • Requires local districts to post and advertise occupational education positions prior to applying for the annual occupational authorization. • Clarifies the requirements of a non-certificated teacher under an annual occupational authorization.
390.1166	<i>Credit from Institutions Not Designated for Preparation of Occupational Teachers</i> <ul style="list-style-type: none"> • Replaces "vocational" with "occupational."
390.1167	<i>Instructional Programs Leading to State or Federal License</i> <ul style="list-style-type: none"> • Replaces "vocational" with "occupational."

ATTACHMENT F

Administrative Rules Governing the Certification of Michigan Administrators Summary of Proposed Changes

The administrator certification rules have not been updated since 2008. They are now being revised to reflect current laws, policies and procedures. The proposed rule changes address the implementation of requirements for alternative route preparation and certification programs.

Rule #	Summary
380.101	Definitions <ul style="list-style-type: none"> Defines "alternate route."
390.102	Persons Eligible to Hold Administrator Certificates <ul style="list-style-type: none"> Adds who has completed an approved administrator alternate route program as a person who is eligible to hold an administrator certificate pursuant to section 1536, 1976 PA 451, MCL 380.1536. Replaces "state board" with "superintendent of public instruction" pursuant to Executive Reorganization Order Nos. 1996-6 and 1996-7, MCL 388.993 and MCL 388.994.
390.102a (New Rule)	Persons Required to Hold Administrator Certificates <ul style="list-style-type: none"> Clarifies who are required to hold an administrator certificate pursuant to section 1246, 1976 PA 451, MCL 380.1246.
380.103	Certificate Validity <ul style="list-style-type: none"> Clarifies who may be issued the administrator certificate and basic endorsement. Replaces "applicant" with "certificate holder."
380.104	Certificate Duration; Expiration <ul style="list-style-type: none"> Replaces "applicant" with "certificate holder."
380.105	Application <ul style="list-style-type: none"> Adds "recommendation from an approved program or approved alternate route program" for an administrator's certificate or certificate renewal.
380.106	Out of State Credit for Administrator Certificate <ul style="list-style-type: none"> Replaces "state board" with "superintendent of public instruction" pursuant to Executive Reorganization Order Nos. 1996-6 and 1996-7, MCL 388.993 and MCL 388.994.
380.107	Administrator's Certificate Basic Endorsement Traditional Program Requirements <ul style="list-style-type: none"> Adds "traditional programs" to the rule title for clearer distinction from the new alternate routes. Separates endorsements for principal and central office for clarity.
380.107a (New Rule)	Administrators Certificate Basic Endorsement Designation Alternate Route Requirements <ul style="list-style-type: none"> Adds alternate route program requirements pursuant to section 1536, 1976 PA 451, MCL 380.1536.
380.111	Program Approval and Periodic Review <ul style="list-style-type: none"> Replaces "state board" with "superintendent of public instruction" pursuant to Executive Reorganization Order Nos. 1996-6 and 1996-7, MCL 388.993 and MCL 388.994.

Rule #	Summary
380.111a	<i>Established State Professional Organization; Specialty Endorsement</i> <ul style="list-style-type: none"> • Adds a 5-year review of specialty endorsement programs. • Replaces "state board" with "superintendent of public instruction" pursuant to Executive Reorganization Order Nos. 1996-6 and 1996-7, MCL 388.993 and MCL 388.994.
380.111b	<i>Established State Professional Organization; Enhanced Endorsement</i> <ul style="list-style-type: none"> • Adds a 5-year review of enhanced endorsement programs • Adds the validity of the certificate for 10-years based on the issue date.
380.115	<i>Certificate Enhanced Endorsement</i> <ul style="list-style-type: none"> • Rescinded as it is redundant to R 380.111b.